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ABSTRACT

Designed to promote literacy development, this guide provides suggestions for setting up classroom environments that assist preschool and primary school teachers in providing literacy events and activities related to books. General suggestions included in the guide are accompanied by photographs illustrating the suggested activity or environment. Each general suggestion also outlines goals that are achieved through the activity, and provides specific recommendations for implementing the proposed activity or environment. Suggestions include labeling the classroom, creating a library corner, teaching children how to handle books, choosing children's books, reading aloud to the class, using books to create classroom themes, and getting parents involved. (Contains 10 references to children's literature review journals and guidebooks and 8 sources of supplies such as posters, library shelving, puppets, and bookcovers.) (MM)

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Creating a Classroom Literacy Environment

A guide for teachers of pre-school through second grade

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CHILDREN'S·LITERACY·INITIATIVE

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BARBARA BUSH

THE WHITE HOUSE

September 23, 1992

Dear Friends,

I'm delighted with the opportunity to thank you for your invaluable work with our children, and to introduce you to this special booklet. It may provide you with new ideas about how to enrich your own "literacy environments" and enhance the time you spend each day reading with children.

You and I know that reading helps us all grow, head and heart. It gets children ready for school and helps them do better once they get there. Most of all, it's a source of pleasure and learning that's always available. Even classrooms with the most limited resources are likely to have access to public or school libraries. None of you should be without books.

Reading with your children and helping their families become reading families are among the greatest gifts you can give. There are no better ways to get children off to a good start -- as students and as thinking, feeling human beings.

With gratitude for all you do in behalf of children,

Warmly,

Barbara Bush

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Introduction

Dear Early Childhood Teacher,

Right now, every day, you deal with the future. Working with young children, you are shaping their futures, and you can be instrumental in making sure that children in your care develop a love of reading, writing and listening.

Literacy, like all language, begins in infancy, when adults speak, sing, and read to their new-born babies. Likewise, illiteracy starts young, when children are deprived of the experiences that promote a love of reading and that help children build rich vocabularies. Rich vocabulary, which can be best developed by reading aloud, is the major building block for later reading skills.

"Creating a Classroom Literacy Environment" makes available to you in a step-by-step, easy to follow format, the most advanced approaches to language and "emergent" literacy. Besides encouraging you to use the best in children's literature, this pamphlet shows how to set up classroom environments that enable you to provide literacy events and activities related to books.

Follow these suggestions, and you'll have made the *greatest* strides towards ensuring the future school success of your children. We hope we've helped make it easy and fun, and that our next publication showcases **your** experiences using and enjoying good books.*

Sincerely,

Marcia Moon

Linda Katz

Marcia Moon and Linda Katz
Co-Founders,
Children's Literacy Initiative

Pat Federman

Pat Federman
Lead Trainer,
Children's Literacy Initiative

*Send photos and descriptions to:

Children's Literacy Initiative
2nd Floor
320 Walnut St.
Phila., PA 19106

Play Spaces to Stimulate Literacy

Children read their environments before they read books.
Their play areas should have as much printed material as the real areas they represent.
Fill their play world with cereal boxes, magazines, calendars, maps, phone books.
The room should have print everywhere you look.

Children imitate the reading and writing behaviors of grown-ups when they have the materials to do it.
Supply notepads, telephone message pads, and crossword puzzles with sturdy pencils.
Let them play at using these items.

The chef at this restaurant refers customers to the menu on the wall. It's a very busy restaurant, where children practice giving and remembering orders while they have fun.

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This school filled its kitchen play area with printed words. Children brought empty food packages from home. Colorful signs supply the written names for everyday items.

What this achieves:

Makes reading an automatic part of their full day.

Builds letter and word recognition.

Inspires writing.

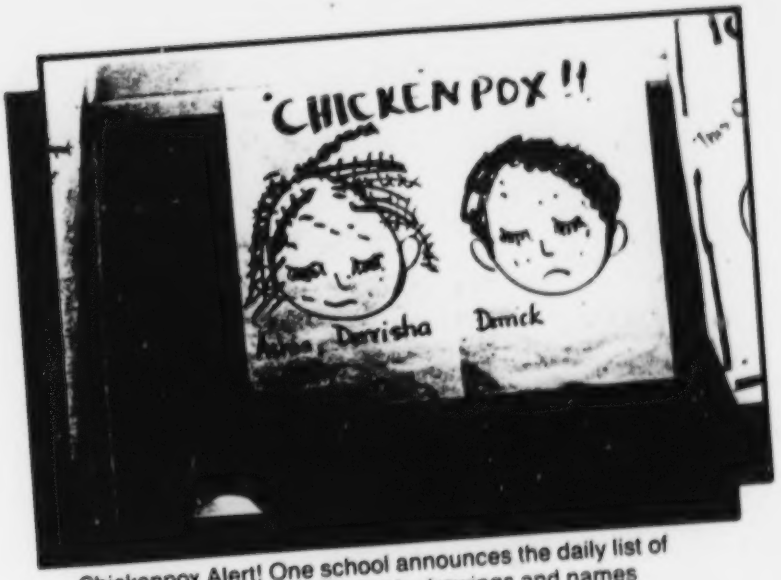
Suggestions:

Change the printed matter often, according to the daily life and interests of the classroom.

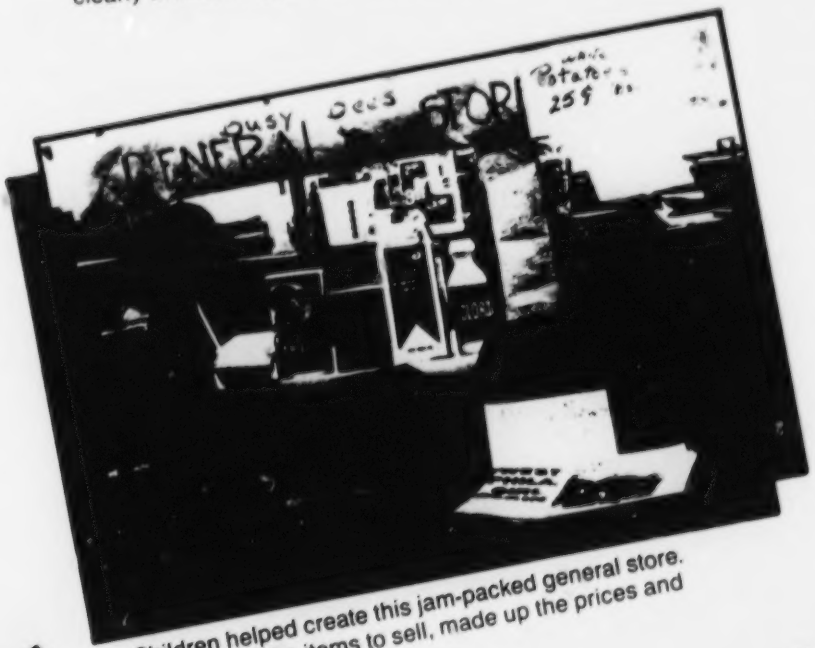
Set up a print-filled play area.

Try creating a post office, grocery store, restaurant, travel agency, box office, or kitchen.

More Ideas for Play Spaces



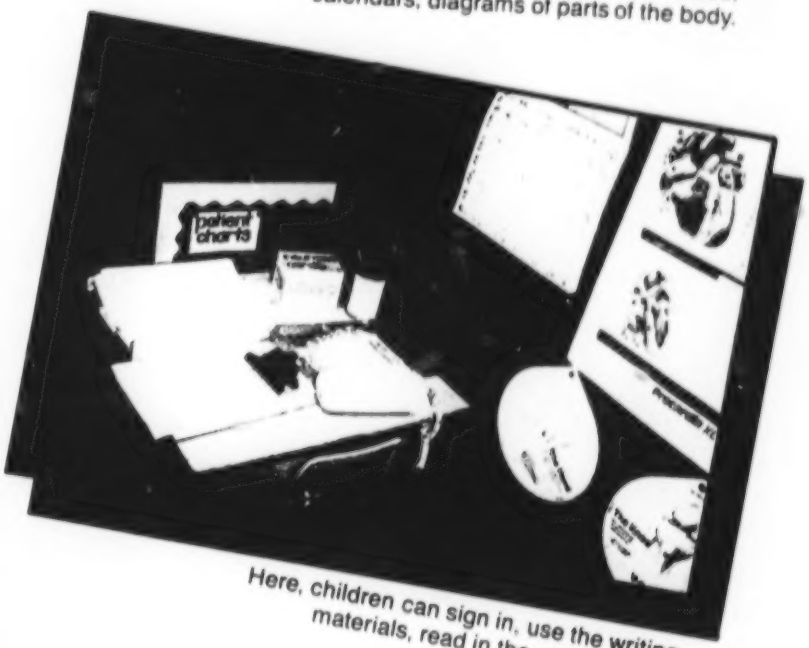
Chickenpox Alert! One school announces the daily list of children who have it with simple drawings and names clearly written in upper and lower case.



Children helped create this jam-packed general store. They chose the items to sell, made up the prices and played all the roles.

The printed word is part of every one of these play areas,
just as it is part of almost all areas of real life.
Children who see printed and hand-written words all the time
become eager to read them and to learn to write them.
Skills start to build.

All children have been to doctor's offices.
Help them make their own office where
they see words, numbers, clocks, charts, schedules,
calendars, diagrams of parts of the body.



Here, children can sign in, use the writing
materials, read in the waiting room.

Labelling Your Room

Use upper and lower case.
Children will have a harder time reading words if they only learn upper case.

Put labels at eye level.

Make them large enough to see from across the room.

Refer to the labels often.

What this achieves:

Builds letter and sound recognition.

Children connect the names of things with their spellings.

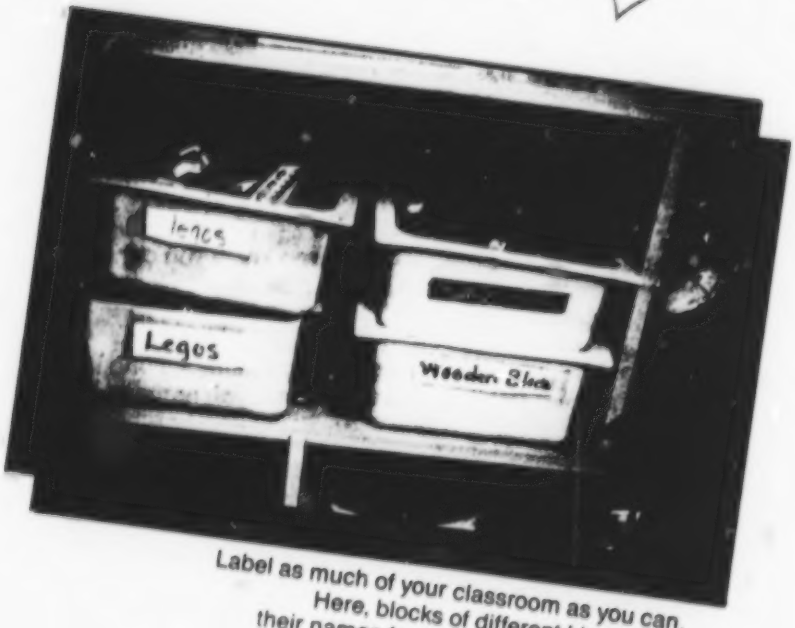
Suggestions:

Label as many of the things in the room as possible, making the room rich in print, but not cluttered.

Change signs related to your class themes every couple of months.

Let children make signs for their cubbyholes.
In their writing, let children use inventive spelling — let them sound out and spell words on their own.
Allow the children to explore and solve problems using the sounds and letters they know.
Encourage this skill.

Get posters from any local businesses and organizations.
For more sources for posters, see our list on page 33.



Label as much of your classroom as you can.
Here, blocks of different kinds carry
their names for children to see and read.

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Setting up a Stimulating Library Corner

Chairs and tables must be kid-size, and the cozier the better.
Beanbag chairs and rocking chairs are especially inviting.

Display books at ***eye level*** for the children with the covers of the books ***facing out***.

Supply ample lighting for children to browse and read comfortably.

Surround the area with props related to the books in your collection.
They bring the stories to life.

Add extra graphics that your readings inspire.
Highlight illustrations done by the children.

What this achieves:

A bright, attractive library area lets children know you consider books important, fun, and accessible.

A heap of books gives children a heap of images and ideas.
They are like blocks: five or ten isn't enough, you need a lot of them.

Including the children's illustrations in the library area
tells them that they are fine artist/illustrators, and that their ideas and work are valued.

Suggestions:

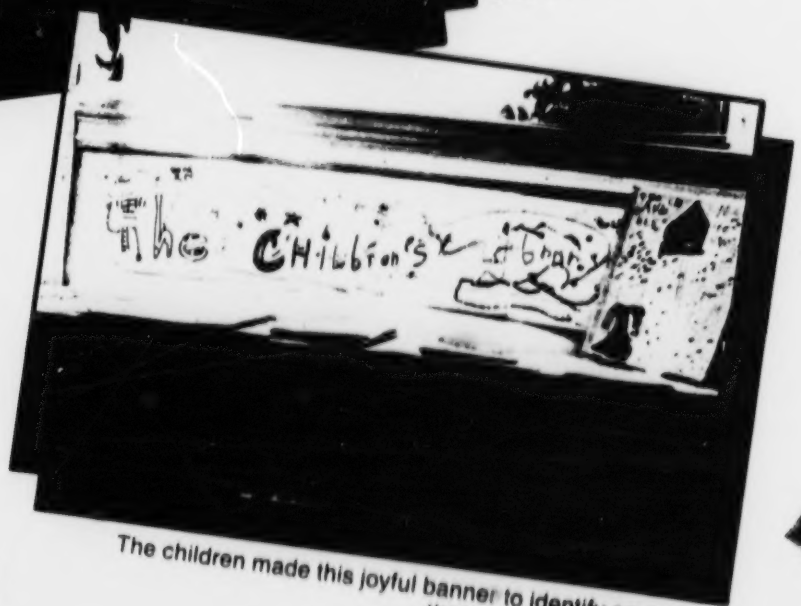
Make one of the classroom jobs that of Class Librarian.

Get rid of old and inappropriate books.
Unattractive books that are worn and torn don't excite the children
or make them understand why it's important to handle them carefully.

Make the reading corner a distinct part of the room, no matter how small it is.
Use a carpet or an arrangement of shelves to set the book area apart from the rest of the room.

Rotate books regularly. Have three or four books per child in your collection,
and display at least two books per child.

Simple book racks hold dozens of books face out so that children will see their attractive covers.



The children made this joyful banner to identify an area that is important to them.

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Creating a Library Corner in Limited Space...

Any corner or well-lighted side area of the room can become an attractive library nook.

Be sure furnishings are small-scale. If practical, use pillows, cushions, beanbags instead of large wooden chairs. Set them up to create a circle.

Add posters and labels.

What this achieves:

By setting up an appealing library area, children learn that reading is an important part of every day.

Studies have shown that an appealing library area with quality books results in a 50% increase in book use by the children.

Children who have experience handling books learn how to do it with care.

Suggestions:

Use the room's corner or wall to help define the area. Use brightly colored graphics and posters. Arrange schedules so that a few children at a time can use and enjoy the area.

In a tiny space, this school created a cozy, colorful reading area. Notice the comfortable beanbag chair.

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...and on a Limited Budget

Use your public library for books.
The librarian will help you choose quality books geared to your age group.

Your library can also help buy books so that you can use its discounts.

Buy quality books at discount yourself through discount booksellers.

Plan in advance for book purchases. Now is the time to schedule next year's library expenses.

Have a simple fund-raising event, such as a family dinner or raffle,
to raise the money you need for your library corner.

Write a request to local businesses and clubs to support your center with funding for literacy.
Your day care association may be able to help you with this.

Buy only quality books (see How to Choose Excellent Books, page 15).
This saves money by providing books children will enjoy hearing, looking at
and reading themselves over and over again.

Use inexpensive wire racks for displays, not just heavy wooden shelves.
The racks let you display all the books' covers instead of just their spines —
and they cost much less than bookshelves. (See page 33 for sources.)

What this achieves:

You will be using your resources wisely and getting a collection that make children
want to spend time in the library nook.

You get to know your librarian, who can be a constant source of ideas and help.

Suggestions:

Birthday books are a fine way to build up your collection.
Encourage donations of books (from a list *you* draw up) which the children can give to the school
to celebrate their own birthdays.

Ask your library for an Institutional Library Card to use for your center.
You don't have to be overly concerned about overdue or lost books.
In general, libraries are very lenient with school groups!

Teaching Children How to Handle Books

Children learn to treat books with respect by being shown how to do it
and then being allowed to handle them. The more they hold books, the more careful they become.
This has been proven in classrooms with children of all ages, from all backgrounds.

Books must be where children can get to them, or it's like only being able to see food but not eat it.
Keep books in open cases within easy reach.

Unprotected books won't survive as long in a school setting.
Cover them with library covers (see page 33 for a source) or clear contact paper
and they will last longer.

What this achieves:

When children understand the rules of book handling, they soon become used to them.
They learn that books are valuable and that you trust the children to handle books carefully.

Children learn to love books when they can have contact with them.
They want to hold them, turn the pages at their own pace, see their favorite books over and over,
share them with their friends. They often try to read the books themselves,
using the words they remember from when you read it to them or making up their own words.
These activities improve children's verbal abilities
and can only happen when children are allowed to handle the books in their environment.

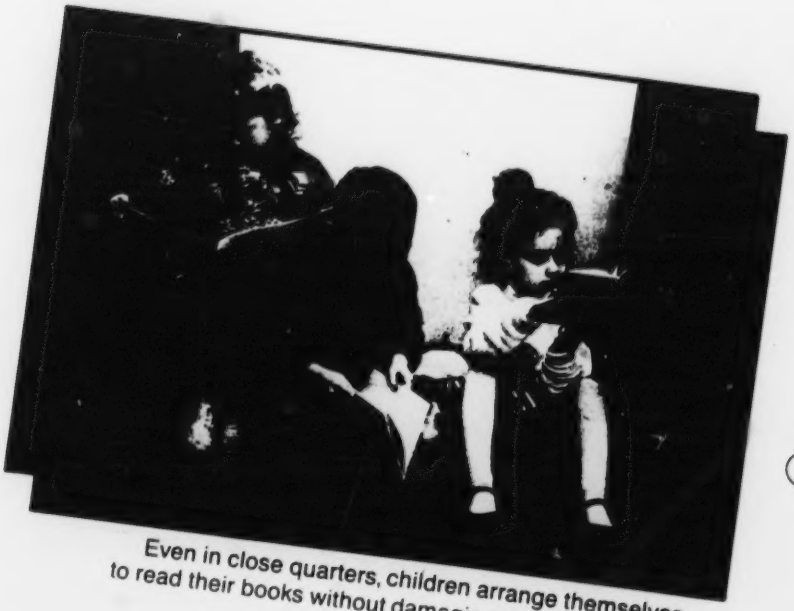
Suggestions:

Use your library's books as much as possible, especially while children are just learning
book-handling skills. Libraries expect wear-and-tear.

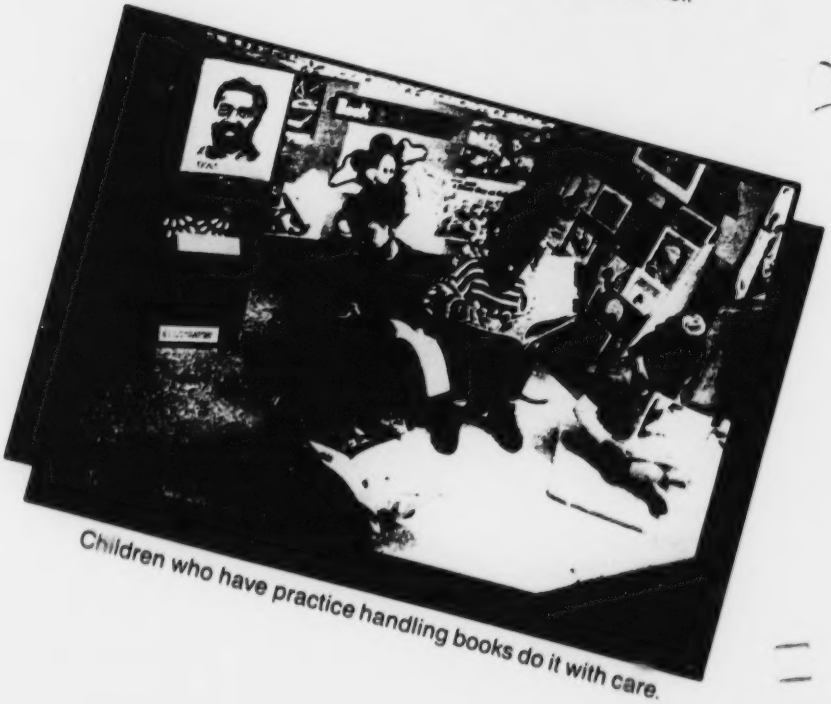
State common-sense rules of book handling, or have the children figure out rules for themselves.
Write them down. Rules should be stated in a positive way, like, "Turn pages carefully"
instead of "Don't rip the pages" or "Keep pencils, crayons and markers away from books"
instead of "Don't write in books".
Review the rules often until the children need no more reminding.

Schedule time for them to browse, time to practice book-handling.

Consider starting a classroom lending library (see page 28).



Even in close quarters, children arrange themselves to read their books without damaging them or bumping into each other.



Children who have practice handling books do it with care.

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How to Choose Excellent Books

Become familiar with works by notable authors and illustrators.

Look for attractive covers and beautiful illustrations. These will draw the attention of your young audience and give them a wealth of clues about the story and the characters. Good illustrations go beyond just showing what the words say, they should add the artist's special view.

Large format books make story time fun for every child, not just the ones up front. Look for "Big Books" for teachers, which are super-sized.

The right vocabulary level for your children is one that challenges them with some interesting new words and phrases. Books designed *for young children to read themselves* are good for your collection because the print is large, the words are simple. Use them for that purpose . . . choose more advanced books for read-alouds.

A really good story is one with good, interesting characters who resolve their problems through cleverness, honesty, logic, thoroughness, patience, kindness, or other traits we admire in people . . . not through deception, force or violence. The story should have humor, subtlety, and a plot that keeps moving forward.

Folk tales are filled with the color and values of their people. These can be a great source of rich images and insights into various cultures, as well as just fun storytelling.

Include books in your collection that are fiction and non-fiction, contemporary and historical, city and country, books that represent different regions, etc.

What this achieves:

Quality books teach children to appreciate quality. Books that feature licensed characters, such as those on TV shows or those closely tied to products, are themselves considered "products" by their producers. They carry no authors' names. Their standards for plot, style, characters and illustration are low. They teach these standards. Responsible adults should, instead, aim for the best in children's literature.

Reading slightly above a child's current vocabulary level stretches his or her ability to figure out meanings. When books with rich language are read and re-read, children are delighted to hear these new words, and may soon start using them.

Look for award labels on the covers of books. They are great guides for finding top quality children's literature.

Quality books teach creative thinking skills. Children learn cause and effect, and often use the actions of their favorite characters as models for solving problems they face themselves.

The good writing they listen to gives children ideas about how their own writing can sound. It is a major factor in creating good writers.

Excellent children's books, books that inspire the imagination, that bring pleasure and new ways of looking at the world, are books that turn children into lifelong readers.

Suggestions:

Look for awards and trade publisher imprints as guides to fine children's literature, such labels as The Caldecott Award, Coretta Scott King Award, Reading Rainbow Selection, and Parents Choice.

Read through the books yourself before you buy them or borrow them from the library.

Become friendly with your local librarian, so that he or she knows your group's age level and interests and can make recommendations.

Get to know your local booksellers, especially the children's book buyers.

Include a variety of art books in your collection. Choose all kinds, highlighting specific artists, showing folk art, woodcuts, oils, papercuts, sculptures, origami, watercolor, collage, photography. Books such as these are like museum trips, and are a great source of inspiration for budding artists.

Many children's book review publications provide lists of recommended books.
For sources, see our list on page 33.

Read Alouds for Your Class

Preparing for Read Alouds:

Choose books that you find fun to read.

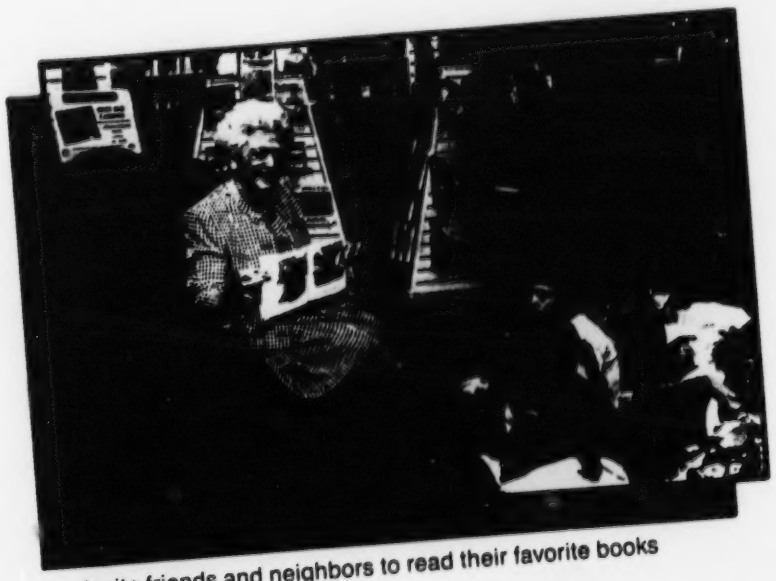
Choose books with pictures the whole group can see.

See what information and clues the pictures hold.

Read the book to yourself before you read it to the group.
Think of how you want to sound, how you want to act it out.

Assemble props, such as dress-ups, puppets, trucks or whatever the story suggests to use with the reading or as part of the class's play afterwards.

Start before page one. Notice details of the cover, the introductory pages. They are clues to what is going to happen in the story. Have the children **predict** what will happen.



Invite friends and neighbors to read their favorite books to the children.

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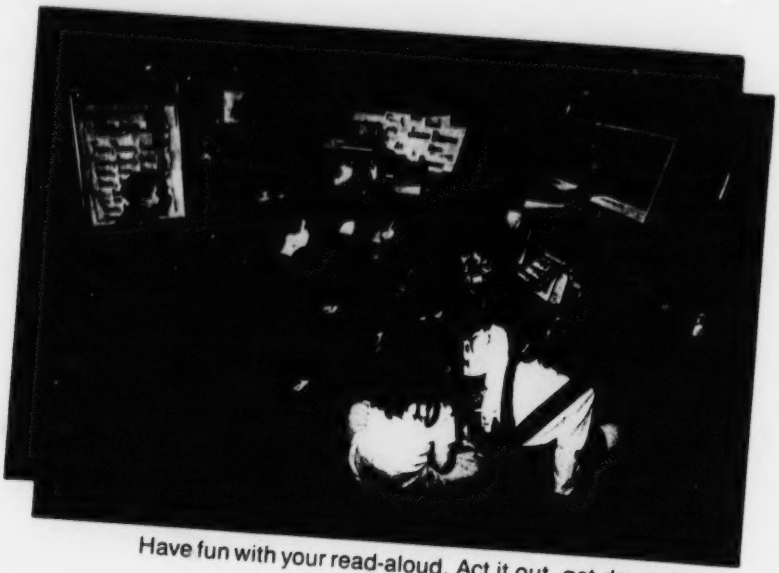

Have fun with your read-aloud. Act it out, get dramatic.

What this achieves:

When you have fun with the read-aloud, the children have fun, too, and request more books.

Reading out loud to children teaches them important listening and thinking skills, it develops vocabulary, imagination and creative problem solving.

Read-alouds encourage an interest in reading.

Reading aloud has proven benefits:
the most successful students are people who were read to as children.

Suggestions:

Practice reading the books at home or during a break.
Take time to concentrate on what the illustrator is telling you.

Have fun! Use your voice. Let loose.

Read some books over and over. Children like them more each time.

Read some of the books you loved when you were a child.

On a regular basis, invite neighbors, such as radio DJs, cooks, janitors, firefighters, police officers, bank tellers, fast-food store managers, and parents to read their favorite stories to your class.

How to Structure Read-Alouds

Read-alouds should happen **at least** three times in a full day of daycare, or for **at least** 20 to 30 minutes in elementary school.

Sit in a cozy place, where all the children can see and hear you.

Use your voice creatively: vary tones, volume. Have fun.

Get a discussion going by asking open-ended questions, such as the ones on the following page. Then give the children plenty of time to think before they answer.

Choose books with pictures children can see easily from a few feet away.

Props from the stories are playthings that bring those stories to life for a child.

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Open-ended Questions for Read-Alouds:

These are questions designed to make children discuss the books, not just give right or wrong answers. These questions encourage children's verbal expression, critical thinking skills and their imaginations.

During the story, stop at appropriate times and ask:

1.

What do you think might happen next in the story?

2.

What would you do?

3.

What did you like about the story?

4.

What surprised you?

5.

What made you feel happy, sad, scared?

6.

What will you remember about the story tomorrow or "when you tell your mom or dad tonight at home"?

7.

What ending would you make up for the story?

8.

What character in the story did you like the best?
What did you like about the character?

9.

What new words did you hear or learn?

In general, questions that ask "what" are better discussion questions than those that ask "why".

What this achieves:

Open-ended questions give children a chance to participate in the book and think creatively about it.

By asking questions with no single answer, every child's answer is perfectly good. Children gain confidence from having their views appreciated.

The stories become more personalized, as each child wonders, "What would *I* do if *I* were in that situation?" or What did *I* find sad or scary?"

Suggestions:

For sources of books specifically recommended for reading aloud, see page 33.

For ideas on how to read stories dramatically, borrow story/tape sets from the library. Professional actors read for these high-quality productions, and their characterizations and vocal skills may give you ideas you can use.

Carry the books' themes into action:

Read **Strega Nona**, then serve pasta for snack.

Read **Growing Colors**, then plant some seeds in paper cups.

Read **I Reads Signs**, then go for a neighborhood sign-spotting walk.

Read **The Doorbell Rang**, and then bake chocolate chip cookies.

Carry the book one step further: have the children create a sequel to a favorite book.

Books Create Classroom Themes

Decide what your class's special interests are. Make these your themes. They may be: transportation, friendship, farms, families, dogs, tall stories.

Collect lots of books, props, toys, posters and magazines that apply to each theme.

Have activities related to the theme. You can create a whole web of extensions: outings, dramatic play, art projects, cooking, etc.

Change the theme weekly.

After reading a book about one boy's horrible day, children told stories of their worst days. They learned that they, too, are good storytellers.

A book about the rainforest gave one class the idea of creating a whole set of shoebox rainforests.

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...Books Create Classroom Themes

One story inspired a class art project — a mural created by the children.

A classroom theme can be simple. Here, a book about hats is the centerpiece of one school's collection.

What this achieves:

The wealth of themes that grow from your reading will be more stimulating for your children than those that come from commercially-prepared bulletin board materials.

Brainstorming with your staff proves to be a rewarding experience for all of you, especially when you see the response of the chidren.

Children learn better when classroom themes reflect their interests.

Suggestions:

For a transportation theme, collect toy vehicles, have children cut out magazine pictures of vehicles or draw them, simulate a bus or airplane, create an airport theme area, invite a local fire company to visit, and use books such as: **Truck**, by Donald Crews, **Airport** by Byron Barton, **The Glorious Flight** by Alice and Martin Provensen, **Hot Air Henry** by Mary Calhoun.

For a food theme: Read books such as **Bread and Jam for Frances** by Russell Hoban, **The Very Hungry Caterpillar** by Eric Carle, **Gregory the Terrible Eater** by Robert Kraus, any well-illustrated version of **The Gingerbread Boy**. For activities, try sprouting plants from the seeds or ends of everyday foods (like carrot tops, orange seeds, garlic cloves); make your own foods, like gingerbread; invent and illustrate your own versions of the stories.

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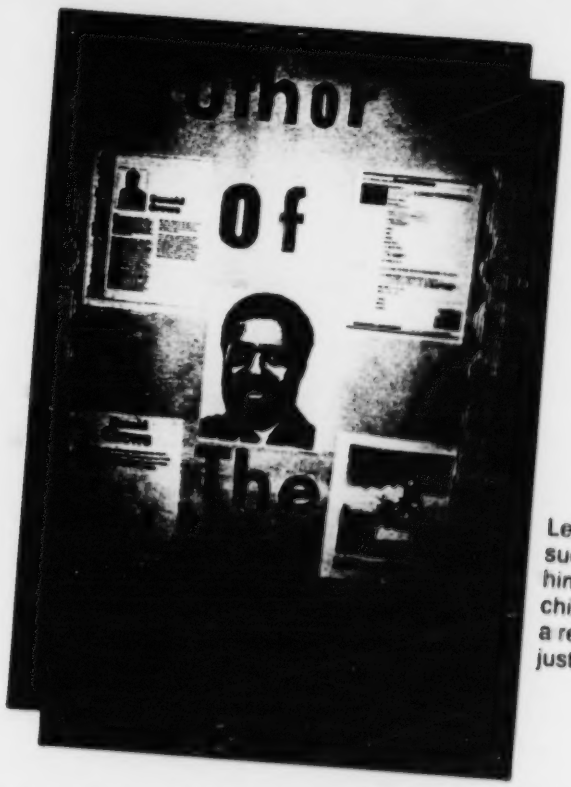
Author of the Month



Learning about an author such as Donald Crews makes him a "real person" to the children. They know he leads a real life and has a family, just as they do.

Set up a bulletin board or separate display area for the class to honor a favorite author/illustrator.

Collect books by that author/illustrator.

Read and discuss each book.

Plan art projects that relate to the books and post children's illustrations.

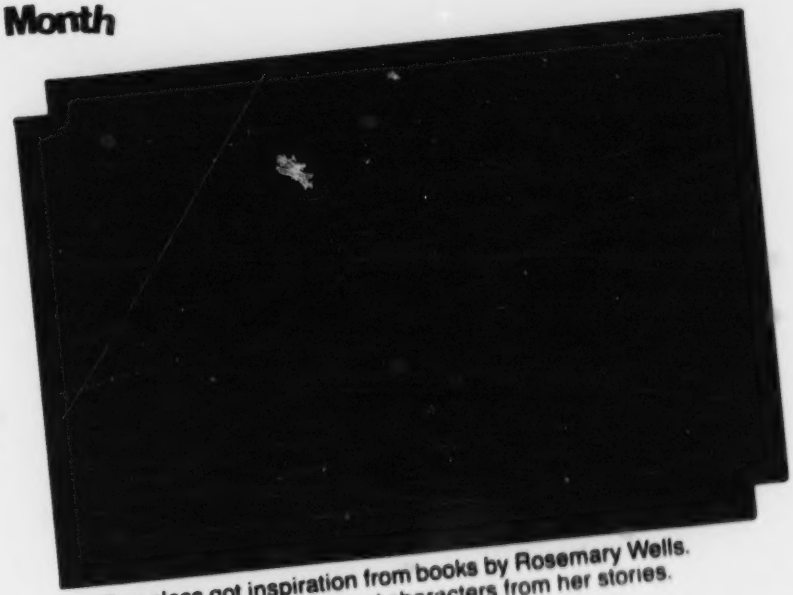
Get additional materials and information from the library, using their encyclopedia called "Something About the Author" or from the author's or illustrator's publisher.

What this achieves:

Concentrating on one author/illustrator makes his or her work special to each child.

The authors and illustrators are role models to the children, who learn that they can be the authors and illustrators of their own books right now.

...Author of the Month



One class got inspiration from books by Rosemary Wells.
Children made a collage of characters from her stories.

Suggestions:

With the children's help, write a letter to one of their favorite living authors.
Send it care of the book's publisher.
Many authors send responses to their young fans.

Invite a local author or illustrator to your school for the morning. Or arrange for your class to visit the library or nearby bookstore when an author is scheduled to visit.

When Jack Ezra Keats was featured, children made goggles — a prop that appears in one of their favorite books by him.

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Books Support Classroom Themes

For any theme the class chooses , get appropriate books at the public library or ask to borrow them from home.

Read the books and allow the children to browse through them at their leisure.

Rotate books that are on display.

Children's books are the best learning books for whatever subject you want to teach.

What this achieves:

When books are part of every theme in class, the children learn that books are a place they can turn to get any kind of information.

Children learn that different books approach a subject differently.

Suggestions:

Themes don't have to be special or very intellectual to be backed up by books. If you are teaching the alphabet, colors, days of the week, a holiday, use books to help you with the theme.

Your local librarian can start a rotating box of books, so that you get weekly selections that are keyed to your themes.

...Books Support Classroom Themes

A delightful grocery store play area has books among its most important items.
Children can read about the produce the store sells.

Children created their own totem pole in class, and then read about the people who used to make them... and still do.

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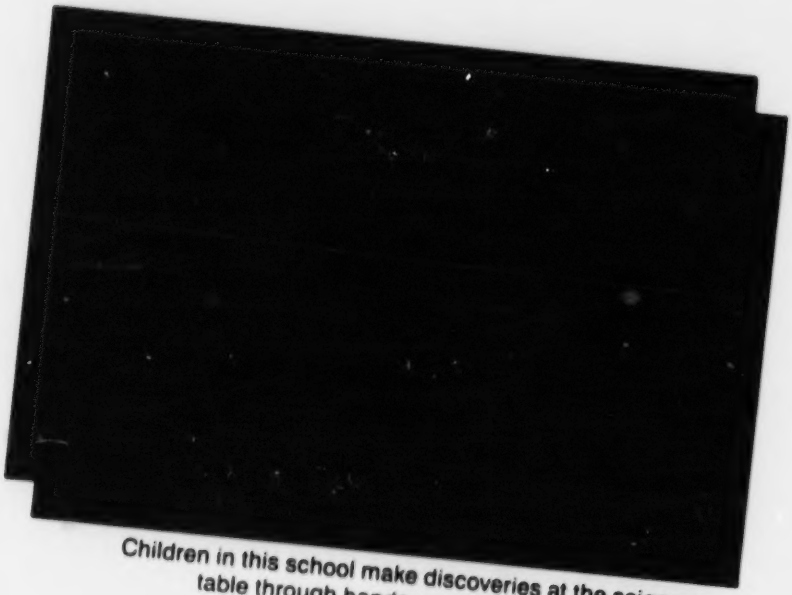
Any subject or activity your class wants to spend time on
deserves the addition of good books.
They open up possibilities and create adventures that go beyond your four walls
and set the readers' imagination soaring.



Children in this school make discoveries at the science table through hands-on experience with objects and with books about them.

What could be a better addition to a block area than a good book about building?

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Classroom Lending Library

Let your class help you determine the rules, then write them down.

Tell parents in advance of the lending library and its rules. If possible, tell them in person.
Encourage them to use the read-aloud techniques you use in class.
You may want to make up a set of tips for successful read-alouds.

One of the classroom jobs should be the Class Librarian.

What this achieves:

Through a classroom lending library, families get easy access to good children's books.

Parents become more aware of quality children's books.

Parents get encouragement to read to their children every night.
This then encourages literacy in the home.

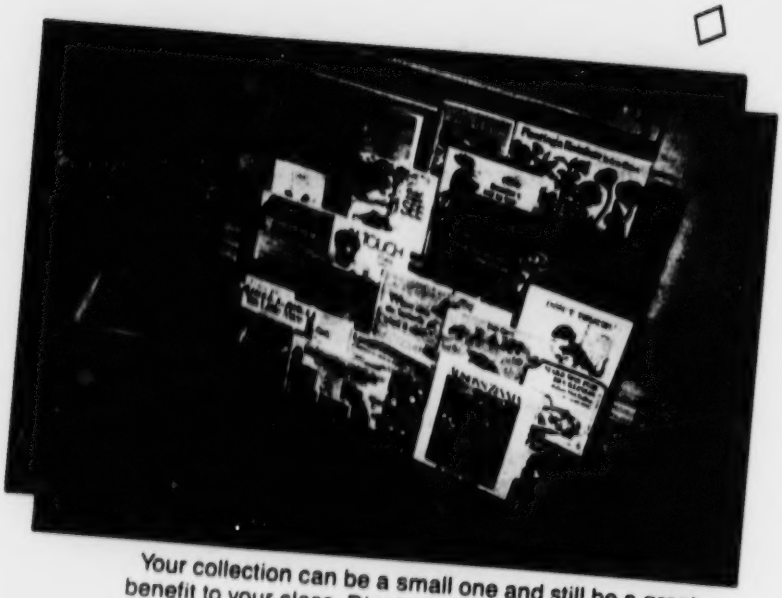
Children are pleased to have time at home with their books
and are proud that you trust them with the school's books.

Suggestions:

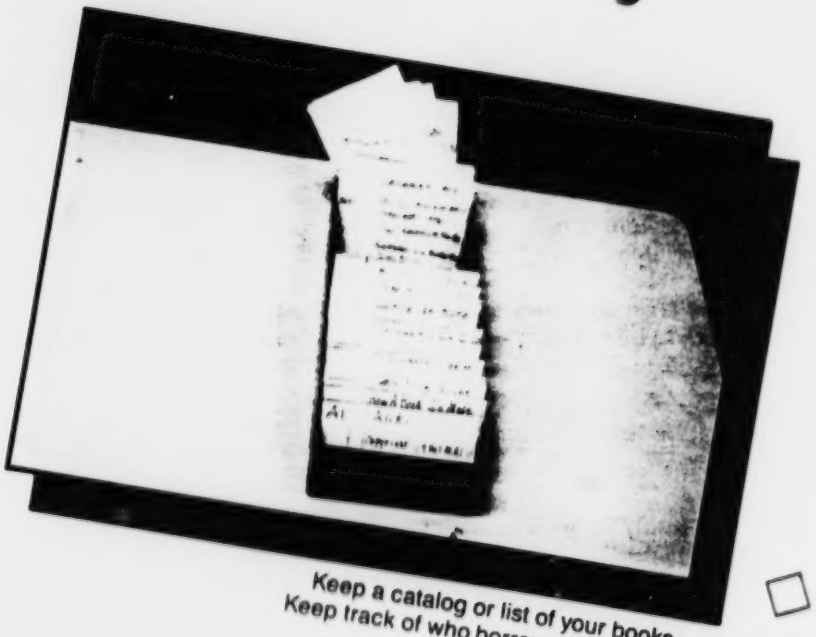
Most schools find an overnight lending system the most practical.
When children bring back their previous night's books, they can choose new ones.

You may choose to limit the lending library to the contact-covered paperbacks.

A simple, brightly-colored vinyl pouch for each child will protect your books
and also serve as reminders to return books to class.



Your collection can be a small one and still be a great benefit to your class. Display them so that children can see every cover to make their choices.



Keep a catalog or list of your books. Keep track of who borrows which one.

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Getting Parents Involved

Ask each parent to bring in his or her favorite children's book to read to the class once a year.

Get parents' cooperation for fund-raising for the classroom library.

Share your experiences with them. Let them know what themes you are covering.

Encourage them to be role models by reading at home. This includes reading newspapers, magazines and catalogs.

Encourage parents to take books to read aloud in the car, in restaurants, in waiting rooms.

Hold a parent workshop to share what you know about creating a print-rich environment.

Tell parents about the importance and the benefits of having a growing collection of books in their homes.

What this achieves:

Teachers and parents work as a team.

The child becomes surrounded by the printed word. Reading becomes a natural part of the child's daily life.

Suggestions:

Copy information freely from this booklet and give it to the parents in your class.

Send home a list of summer reading suggestions.

Suggest parents get information on reading programs at their libraries.

The Role of TV and Video?

They have **no** place in the classroom.

Every hour spent watching TV is an hour lost to a more productive activity, such as having a conversation, looking through magazines or books, playing games, doing art projects, cooking, walking, playing with a pet, daydreaming.

Educators recommend that a young child should watch no more than 10 hours of television per week. (Many children get seven or eight hours of it a day. In contrast, researchers find that the average parent in our country talks to his or her child about 15 minutes per week.)

Television and videos present a brutal view of the world: Violence is part of everyday life on TV, females and ethnics are overwhelmingly portrayed as victims.

What this achieves:

Children often become passive and fearful by watching too much TV. They often grow to expect constant, rapidly-paced entertainment rather than exploring their own thoughts and abilities. Their attention spans are shortened to the length of a segment between commercial breaks.

Suggestions:

Urge parents to cut down on the amount of TV viewing their children are allowed.

Some people establish a regular no-TV night, when they agree to stay busy with other activities.

Some parents have their families agree to weekly TV-watching schedules. They choose the shows they want to watch and turn off the TV when those shows are over. Some even write up weekly schedules of shows to watch, then follow that schedule.

Many households decide to live with just one TV in a central room, and none in the children's bedrooms.

Encourage the parents to make any rules that work to help cut down TV watching. The one rule they must stick to is: *Once you make the rule, don't back down.*

Questions and Answers

Q:

What if the kids are destructive to the books?

A:

The books are replaceable, and the children will learn to handle books carefully very quickly once they have the rules and time to practice them.

Q:

What if the kids are not listening to me when I read aloud?

A:

If they are not accustomed to listening, it may take them a while to learn the skill. They will plug in if you make the reading fun by asking them open-ended questions to create conversations about the books.

Q:

Should we keep reading to children who can read by themselves?

A:

You should always read above the child's reading level, so even for a child who can read, the books you choose add to their store of knowledge. And as children grow older the reading they do tends to be for schoolwork. Your reading keeps it fun and reading together is a special time you both should keep enjoying.

Q:

How can we get parents to read to their children if they feel they don't read well?

A:

Parents can take the children to story times at their library, or they can borrow book-and-cassette sets so they and the child can read along together. Wordless books can also be a way to "read" together. Parents make up the words . . . which is a form of storytelling — an important part of reading and literacy.

Q:

Why is vocabulary development so important?

A:

Children can read and write words better if they are familiar with them.

Q:

How does reading aloud improve classroom management?

A:

The verbal and interactive skills children learn through stories help them express themselves better. Teachers report that classroom behavior then improves.

Suggested Sources:

Book-related posters and materials:

American Library Association
50 East Huron Street
Chicago, IL 60611

Children's Book Council
568 Broadway
New York, NY 10012

Dial Books for Young Readers
Division of E.P. Dutton
2 Park Avenue
New York, NY 10016

The Reading Teacher
The International Reading Association
Newark, DE 19714

Library shelves:

Fixturecraft Corp.
443 East Westfield Ave.
P.O. Box 292
Roselle Park, NJ 07204

Felt mitts, boards and puppets:

Wizard of Ahhs, Inc.
P.O. Box 851
Pollock Pines, CA 95726

Finger puppets, books, tapes and masks:

Schneider Educational Products
2880 Green Street
San Francisco, CA 94123

Book covers and tape:

Brodart
1609 Memorial Ave.
Williamsport, PA 17705
1-800-233-8959

Children's Literature Reviews — Subscriptions:

Beyond Words
1534 Wells Dr., N.E.
Albuquerque, NM 87123

Childhood Creations
1065 Revere Drive
Oconomowoc, WI 53066

Horn Book Magazine
14 Beacon St.
Boston, MA 02108

Ladybug Magazine
Cricket Country Lane
Box 50284
Boulder, CO 80321

Positive Images Children's Books
(Catalog)
593A Macon Street
Brooklyn, NY 11233

The Five Owls
2004 Sheridan Ave. South
Minneapolis, MN 55405

Yellow Brick Road
Viceroy Publications
3217 Bronson Hill Rd.
Livonia, NY 14487

Your Big Backyard
National Wildlife Federation
1400 16th Street N.W.
Washington, DC 20036
1-800-432-6564

Read-Aloud Guide Books:

The New Read-Aloud Handbook
by Jim Trelease
Published by Penguin Books

The New York Times Parents' Guide to the Best Books for Children
by Eden Ross Lipson
Published by Random House

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by Harriet Ziefert and illustrated by Anita Lobel.

Viking Penguin:
Corduroy, written and illustrated by Don Freeman

Little Brown, Inc.:
Arthur Meets the President,
written and illustrated by Marc Brown.

Dial:
Who's in Rabbit's House by Verna Aardema
and illustrated by Diane and Leo Dillon.

HarperCollins:
Bedtime for Frances by Russell Hoban
and illustrated by Garth Williams.

Farrar, Strauss and Giroux:
Spinky Sulks, written and illustrated by William Steig.

Western Publishing:
The Pied Piper retold by Alan Benjamin
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